

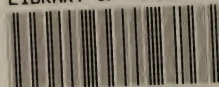
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REPORT

OF THE

Oregon,

Board of Building Commissioners

OF THE

STATE OF OREGON

RELATIVE TO THE

LOCATION AND ESTABLISHMENT OF AN INSTITUTION
FOR FEEBLE-MINDED AND EPILEPTIC PERSONS

TO THE

TWENTY-FOURTH
LEGISLATIVE ASSEMBLY
REGULAR SESSION

1907



SALEM, OREGON
J. R. WHITNEY, STATE PRINTER
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REPORT.

SALEM, Oregon, December 28, 1906.

*To the Honorable Legislative Assembly of the State of Oregon,
Twenty-Fourth Regular Session:*

GENTLEMEN: Pursuant to the provisions of Chapter 181 of the General Laws of Oregon for 1905, the State Board of Public Building Commissioners, consisting of the Governor, Secretary of State, and State Treasurer, were instructed and authorized to ascertain the probable cost of a proper building or buildings for the care of the feeble-minded and epileptic children of the State. And for the purpose of ascertaining such probable cost, the kind and character of buildings proper to be erected, and also the expense of maintenance, the Board were authorized to visit or send an agent or agents to visit other institutions of similar kind in other States.

The Board were further authorized to select a site and grounds sufficient for the location and proper conduct of such an institution and in their discretion to purchase the same for such sum as to them would seem reasonable and just, at or near the State Capital. The sum of \$15,000 was appropriated for the purpose of carrying out the provisions of the act. The act also required the Board to make a full report of their proceedings to you, together with a bill for an act for the control, conduct and maintenance of said institution for defective and epileptic children.

VISIT TO OTHER INSTITUTIONS OF SIMILAR KIND.

Members of the Board being unable to personally visit other institutions of similar kind in other States, Mr. G. W. Jones, superintendent of the School for the Blind, volunteered to undertake the work, and, as their agent, visited such institutions in other States. Mr. Jones was instructed to inquire particularly as to the amount and kind of land

necessary for such an institution; also to ascertain the probable cost, kind and character of buildings proper to be erected, the expense of maintenance, and obtain such other information as would assist the Board in carrying out the instructions contained in the act. He spent several weeks in investigating institutions in the States of Minnesota, Wisconsin, Illinois, Indiana, Pennsylvania, New York, and New Jersey, and submitted a full and comprehensive report, giving the results of careful observations, and makes valuable suggestions. The only expense incurred was Mr. Jones' actual traveling expenses, amounting to \$219.44. His report is included herewith and made a part of this report. He also collected a large amount of material relative to the training of the feeble-minded, consisting of books, magazine articles, treatises and reports of nearly every institution of a similar kind in the country; all of which has been classified and may be found in the office of the State Library Commission.

Mr. Jones' report shows that there are probably more than one thousand feeble-minded, idiotic, and epileptic persons within the State qualified for admission to the institution contemplated, one-half of whom are cared for at home and do not require institution care.

In view of these facts, it appeared at the outset that the appropriation made by the act was insufficient to purchase the grounds or land required, or to undertake to prepare plans and specifications for the necessary buildings.

Mr. Jones' report showed conclusively that an institution of this kind, taking into consideration the future needs and requirements, should have a large tract of land:

First—In order to give proper isolation to the inmates;

Second—To meet the demands of the natural growth of the State;

Third—To furnish the inmates of the institution with the products of a farm, thereby greatly lessening the per capita cost of maintenance of the institution, and also making it as nearly self-supporting as is possible;

Fourth—To afford healthy employment and exercise for the inmates confined in the institution.

It is certain that within two decades the institution will have, at least, one thousand inmates, and such of the land as is not required for immediate use can be used profitably by other of the State institutions, which are all located near by, and all of which have now insufficient lands for profitable use.

Experience has demonstrated that where the other institutions of the State have failed to take into account the future growth, the State is called upon to pay more than it would have had to pay if it had acquired the land before the institution was permanently located, and what may seem exorbitant prices for land necessary to extend the boundaries of their holdings.

It is the consensus of opinion of those engaged in the work of caring for feeble-minded persons that the most useful and healthy occupation is farming, dairying, and gardening, and that such employment is especially adapted to those unfortunate persons who will come under the supervision of an institution of this character. In similar institutions in other States it has been found that the produce of the farm raised by the help of the inmates of such an institution contribute largely towards lessening the per capita cost of maintenance.

The Board therefore considered it desirable at the outset to secure sufficient land to meet the foregoing necessities of such an institution for several decades to come and estimated that from 800 to 1,000 acres should be purchased.

The provision of the Constitution requiring all State institutions to be located at the seat of government has given us some doubt as to the distance it may be located from the seat of government without infringement upon this requirement.

The Constitution (Article XIV, Sec. 3) provides that "all the public institutions of the State hereafter provided for by the Legislative Assembly shall be located at the seat of government." In the case of *State vs. Metschan*, 32 Or. 386, known as the Eastern Oregon Branch Asylum case, the Supreme Court held that the location of a branch asylum in Eastern Oregon would be a violation of this constitutional provision, in view of which the Board addressed a letter to

the Attorney General, asking for his opinion as to the limit of distance from Salem the Board could go in locating an institution for the feeble-minded. In his opinion to the Board he advises that the word "at" in the provision which reads "located at the seat of government," means "at or near," depending upon the circumstances. That is, if the Board can not get within a short distance of the seat of government a place adapted to the uses and needs of an institution for feeble-minded, they would have a right to go further away, or if the price of a suitable place near by should be unreasonable and exorbitant, or if it could not be secured for any good reason, then it could be located farther out, but that everything being equal, it should be located at the place nearest to Salem.

The Board in advertising for proposals asked for offers of land within a distance of ten miles from Salem, and required those submitting same to give the Board an option of the right of purchase until February 22, 1907.

More than ninety separate tracts of land, within the vicinity called for, aggregating about 20,000 acres were submitted, ranging in price from \$25 per acre for land ten miles from the Capitol Building to \$150 per acre for land adjoining the Penitentiary.

The prices asked for all the land offered seemed to the Board considerably above the market price asked for land in this locality, and a number of those submitting prices have since offered to accept less. We, therefore, assume, in the event the purchase is authorized and the appropriation made therefor, the necessary land can be secured for less than the prices hereinafter stated.

Nearly all of the tracts offered were visited, either by the Board or its agents. In the judgment of the Board, the larger part of the land offered was unsuitable for an institution of this kind, owing principally to the lack of transportation facilities near it, and also not coming within the limit of the provisions contained in the opinion of the Attorney General above referred to.

Having in view this opinion as to location, and taking into consideration price and adaptability for an institution of the

character in mind, the Board would recommend either of the following described tracts of land as a suitable site and containing grounds sufficient for the proper conduct of the institution:

The Miller, Coleman, et al farms, located on the Southern Pacific Railroad about one and one-half miles from the terminus of the Salem street car line and two and one-half miles south of the Capitol Building. The total offerings in this tract amount to about 900 acres, 550 acres of which are now in cultivation, and remainder pasture and timber, the price averaging about \$65 per acre, if this quantity is purchased. If 600 acres of the best land offered is selected, the price will average a little over \$75 per acre. The land is first quality agricultural land, has considerable timber, and most excellent building sites, with the railroad running through it. The tract is watered by a good, never-failing creek and several good wells and springs. If a side-track was put in, building and other material could be laid down at a very small expense. There are several dwellings and barns on this property, in fair condition, that could be used to advantage for the needs of the institution. The location is isolated from the public travel, though being situated close to the city.

The farms offered in the name of the Waters Bros., located about four miles due south, on the Salem-Jefferson highway, adjoining the Liberty fruit district: The total offerings in this tract amount to about 900 acres, the price averaging \$65 per acre, the land is 763 acres rolling and level, 135 acres bottom, 660 acres in cultivation, and sixty-eight acres in timber, and first quality agricultural land. There is sufficient running water on the place; also a number of springs. The persons offering this land agree to build and operate an electric car line between the city of Salem and the site offered free of cost or expense to the State, and to furnish a suitable bond in reasonable sum for the construction and operation of the same. They further agree to have the same in operation within eighteen months from the date of purchase.

To purchase either of the above tracts would require approximately the sum of \$58,000. In our judgment, it would be to the best interests of the State to purchase at this time

the maximum acreage, and we would recommend an appropriation of \$58,000 for purchase of the necessary lands for the institution.

KIND AND CHARACTER OF BUILDINGS.

The cottage system seems to be the generally accepted plan for institutions designated for the care of defectives. This system provides for the care and custody of the inmates of the institution in a group of buildings with the object of classifying the inmates, separation of the sexes and those of different ages; also the segregation of employees and educational and industrial departments from the living and service departments. One of the advantages of this plan is that a small beginning may be expanded and developed as circumstances and needs of the institution may require and appropriations permit. This plan of buildings is much more conducive to good health than where the inmates are confined in one or more large structures, as it permits of proper ventilation of the buildings, also securing plenty of light and sunshine, besides lessening the danger from fire and destruction of a large amount of property.

The buildings would be grouped around an administration building, in which building would be located the offices of the institution and the living and sleeping rooms of the officers. Flanked on either side would be the dormitories containing the day or living rooms and class rooms for the present, or until necessary buildings for instruction were erected. Back of the administration building would be located a central dining hall, and in the rear of this building would be located the general kitchen, laundry, heating, and power house, and near by the barns and auxiliary buildings. The administration building, kitchen, laundry, and heating plant should be built of sufficient size to accommodate the maximum capacity and the conditions of the institution; the other necessary buildings being added as the institution increases in size. All of the buildings should be absolutely plain and free from any expensive architectural adornments.

As previously stated, there are probably 500 persons within the State qualified for admission to an institution of this

kind. In view of this fact, we would probably be warranted in recommending that sufficient appropriation be made for the erection of the necessary buildings and equipment to accommodate that number, but realizing the heavy burdens that the taxpayers of the State are called upon to bear, and the desirability of economy and retrenched appropriation, we have concluded to recommend the erection of only sufficient buildings to accommodate one-half that number, omitting some special buildings which might be considered desirable.

Following is the list of buildings, with the probable cost, as near as can be estimated, based on the cost of buildings of similar size and construction erected by the State:

Administration building, with furniture and fixtures.....	\$15,000
Three dormitory buildings, furniture, bedding, etc.....	37,500
Central dining hall, and equipment.....	6,500
General kitchen, with cooking apparatus.....	3,500
Central heating and power house.....	3,500
Laundry building, and necessary equipment.....	3,500
Employees' cottage, and furniture	2,500
Barn	3,000

\$75,000

The above estimates are based upon buildings constructed of wood, excepting the lavatories and bath rooms, which would be brick and cement for sanitary reasons, and the general kitchen and heating and power house, which should be brick or concrete. In this connection, we would call your attention to Mr. Jones' remarks and recommendations regarding buildings constructed of wood for an institution of this kind, which remarks seem to us sound and logical.

Following is a list of probable cost of miscellaneous items of expense necessary for the institution:

Water supply and sewage	\$ 2,500
Farm implements and machinery.....	1,500
Dairy cows	1,000
Horses	2,000

\$ 7,000

MAINTENANCE.

In event appropriations are made for the purchase of the necessary land for the erection and furnishing of the necessary buildings, it is estimated that the same could not be completed and ready for the admission of inmates before July 1, 1908; therefore, it would only be necessary to make an appropriation for the salaries of officers, teachers, and employees, and for the maintenance and general expenses of the institution for the six months ending December 30 of that year.

The cost of maintenance would, in the judgment of the Board, be somewhat greater than that for the care of the insane. It would, however, be lessened by the increase in the number cared for, and also by the development of the farm after the first year, and the institution was in good running order. The present per capita cost of maintenance of the insane asylum is approximately \$12 per month, or \$144 per year, and with strict economy \$200 per capita would be as small an estimate as could be made for the maintenance of an institution for the care of the feeble-minded. We would, therefore, recommend that an appropriation of \$20,000 be made for that purpose for the remainder of the biennial term.

PROPOSED BILLS.

In accordance with the requirements of the act instructing us to submit this report, we submit, herewith, a bill for an act to acquire lands, buildings, and personal property for an institution for feeble-minded, and a bill creating an institution for feeble-minded and providing for its support, maintenance, management, and control, and for the admission, support, transfer and discharge of inmates. It was thought best to embody the laws necessary in two separate bills, for the reason that after securing the land and erection of the buildings required, the requirements of this law will have been fulfilled while the law for the maintenance of the institution will always remain in force and will, no doubt, be amended as conditions and circumstances seem to require. It will be noted that we have included a section in the bill for the maintenance and control of the institution providing that

all persons admitted to the institution, or those legally responsible for their care, pay such sum as will be fixed by the Board of Trustees, not exceeding the sum of \$40 per annum, and in the event these persons are unable to pay the sum the county shall pay the amount. This amount to be collected by the county and paid to the State, and shall be a debt due the State the same as other county obligations.

The reason for this obligation is that the Board considers that the parents or persons legally responsible for the support of feeble-minded, idiotic or epileptic persons, if able, and if not able, then the community in which they reside, should bear a part of the burden of caring for them, and not be permitted to turn them over to the State and forever lose all interest and be relieved of future responsibility. We regret to say, as trustees of the insane asylum, that we know there is a growing disposition on the part of parents and persons responsible for such unfortunates who are able to contribute to their support to place the expense on the State, and when thus assumed have no further interest for the care for which they are morally and legally responsible.

We have followed the prevailing custom in this State of providing in the bill that the trustees of the institution shall consist of three State officers, viz.: the Governor, Superintendent of Public Instruction, and Attorney General, who are also created the board charged with the duty of purchasing the land and erecting the necessary buildings. In this connection, we would recommend the passage of an act providing for the appointment by the various boards composed of State officers of a general secretary and purchasing agent, which officer should be charged with the duty of keeping the minutes and records of all the boards, and have supervision of the purchase of all supplies by competitive bids for all public institutions. We believe that if the proper person were appointed to this position he could save the State many times over the compensation paid him. Under existing arrangements the superintendent of each institution has to attend to the purchase of supplies, in addition to other duties, where, if some person were charged with the duty of attending to this matter for all the institutions, thereby consolidating the

purchases, quite a saving could be affected. For instance, if each institution requires garden hose during the season, seven separate small lots are bought, whereas if all required were purchased at one time the gross amount could be purchased at a lower price.

CONCLUSION.

There are now in the United States thirty-four institutions supported by the public for the special care of feeble-minded, idiotic, and epileptic persons. Our observation and study of this class of unfortunates has convinced us that the State of Oregon has undertaken very tardily an imperative duty in carrying out modern ideas of public philanthropy. We, therefore, submit this report for your favorable consideration, and trust that the recommendations and suggestions here presented may receive favorable consideration at your hands.

Respectfully submitted,

GEO. E. CHAMBERLAIN,
Governor.

F. I. DUNBAR,
Secretary of State.

CHAS. S. MOORE,
State Treasurer.

PROPOSED BILLS.

A bill for an act creating the State Institution for Feeble-Minded, and providing for its support, maintenance, management, and control, the admission, support, transfer, and discharge of its inmates, and the payment of their expenses, and appropriating money therefor.

Be it enacted by the People of the State of Oregon:

Section 1. That there shall be established an institution for the training, care, and custody of feeble-minded, idiotic, and epileptic persons under the name and style of the "State Institution for Feeble-Minded."

Section 2. The Governor, Superintendent of Public Instruction, and Attorney General shall constitute a Board of Trustees for said State Institution for Feeble-Minded, and shall have the entire control and management of the said institution, lands purchased for it, and its affairs, and said Board may in its discretion permit any portion of said lands to be used by any other of the State institutions, until all thereof can be utilized by the said State Institution for Feeble-Minded. Said Board of Trustees shall establish a system of government and make all rules and regulations for the institution for the admission of inmates, enforcing discipline, imparting instruction, preserving health, and for proper physical, intellectual, and moral training of the inmates of said institution.

Section 3. The Board of Trustees shall submit to the Legislative Assembly, at the beginning of each regular session, a report covering the two years ending with the 30th day of September next preceding, showing the receipts and expenditures, in the general condition of the institution, the number of its inmates, and such other matters touching the affairs of the institution as it may deem advisable.

Section 4. It shall be the duty of the Board to appoint a superintendent, who shall be the executive officer of the Board and have general management of the institution, subject to the direction of the Board. Before assuming his office as superintendent of the institution for feeble-minded, he shall give a bond, the amount to be paid by the Board of Trustees, running to the State of Oregon, with sureties satisfactory to the Board of Trustees of said institution, conditioned for the faithful performance of all his duties as such superintendent and accounting for all moneys received and paid out by him, and all property and effects of the institution in his charge. And he shall make a full report to the Board of Trustees of all receipts and disbursements and all property and effects in possession at the date of his report, for the two years preceding the 30th day of September preceding each regular session of the Legislature.

Section 5. It shall be the duty of the superintendent to appoint, with the approval of the Board, all officers, teachers, and employees deemed necessary by the Board for the administration and successful operation of the institution, and to prescribe their duties, fix their salaries and remove them when in his judgment the good of the service requires. All officers, teachers, and employees shall reside at the institution, unless otherwise provided by the Board of Trustees, and shall be provided with rooms, furniture, light, heat, and subsistence from the stores of the institution. The wife and minor children of the superintendent may reside at the school and have the same accommodations as officers, teachers, and employees.

Section 6. The salaries of all officers, teachers, and employees of the State Institution for Feeble-Minded shall be audited and paid in the manner provided in Chapter 99 of the General Laws of Oregon for 1905, for the payment of salaries of officers and employees of the State institutions therein mentioned, and all of the provisions of said Chapter 99 are hereby made applicable to the institution for feeble-minded.

Section 7. The Board of Trustees shall, from time to time, fix such a sum, not exceeding \$40 per annum, as in the judgment of the Board, should be paid for the support of each inmate of said institution by his or her parent, guardian, or other person on his or her behalf, or by the county in which the person resided at the time of commitment.

Section 8. All feeble-minded persons who are residents of the State, who, in the opinion of the superintendent of said institution, are of suitable age and capacity to receive instruction in said institution, and whose defects prevent them from receiving proper training in the public schools, and all idiotic and epileptic persons who are, and have been for a period not less than one year, residents of the State, may be admitted to their respective departments in said institution under such conditions and regulations as the Board of Trustees may provide.

Section 9. Parents, guardians, or those legally responsible for the support of any feeble-minded, idiotic or epileptic person may apply to the superintendent of the State Institution for Feeble-Minded for a blank application, which, when filled out and approved by the judge of the county court of the county in which such feeble-minded, idiotic, or epileptic person resides, and by the superintendent of said institution, may be admitted to the Institution for Feeble-Minded. When any such person is admitted to the State Institution for the Feeble-Minded, the superintendent thereof shall certify same to the county judge of the county from which said applicant came, and also the Treasurer of the State of Oregon, whereupon the said State Treasurer shall charge against the county from which said person is received such a sum as shall have been fixed by the Board of Trustees of the institution for feeble-minded, which shall not exceed \$40 per annum, which sum the said county shall pay to the State Treasurer each year for the credit of the general fund of the State, at the same time and in the same manner that other county obligations are paid to the State, and shall continue

to pay the same so long as the said feeble-minded, idiotic, or epileptic person remains in the institution.

Section 10. The person legally responsible for the support of any person so admitted shall provide the necessary traveling expenses of such person to the State Institution for Feeble-Minded, and shall pay annually to the county treasurer of the county in which said person resides the sum fixed by the Board of Trustees of said institution for the support of each inmate thereof, but if the person so liable be financially unable to pay such traveling expenses or said annual sum he shall not be required to do so, in which case the parent, guardian or next friend of such person, or any officer or taxpayer of the county in which such person resides who has made application to the superintendent of said institution for feeble-minded, which application has received the approval of the said superintendent and the county judge as hereinbefore prescribed, may make application to the county court to be relieved from such payment, and upon a decision of such court that such feeble-minded, idiotic, or epileptic person is not able to pay the expense hereinbefore provided, and has no parents, guardian, or other person liable for his or her support who is able to provide the same, the court shall make and enter an order to that effect, and direct the county clerk to draw his warrant on the county treasurer for the amount of the necessary travelling expenses of such person to be paid from the general funds of the county in favor of the person who shall transport such feeble-minded, idiotic, or epileptic person to the State Institution for Feeble-Minded.

Section 11. If parents, guardians, or those responsible for the support of any feeble-minded, idiotic, or epileptic person who are able to pay the expenses mentioned in the foregoing sections neglect or refuse to pay such expenses, the county judge shall proceed to collect the same on behalf of the county in the manner prescribed by law for the collection of debts between individuals.

Section 12. The Board of Trustees shall have power, in its discretion, to receive any person from any other State institution of the State into the State Institution for Feeble-Minded upon the advice of a competent physician, and the recommendation of the Board of Trustees or superintendent of such other public institution, and to retransfer such person to the institution from which such person came, and to perform all other acts necessary to render the institution efficient for the purposes for which it is established.

Section 13. Whenever, in the opinion of the physician and superintendent of said institution, and inmate thereof is insane, they shall make an affidavit setting forth the fact and file the same with the Board of Trustees of said institution, and such Board of Trustees shall summon one or more of the physicians of the Oregon State Insane Asylum to examine such alleged case of insanity and report his or their finding thereon to such Board of Trustees, and the Board is hereby authorized, in its discretion, in case such physician or physicians report

such inmate to be insane, to make an order transferring such inmate to the Oregon State Insane Asylum for care and treatment, and said inmate shall be transferred according to such order.

Section 14. That all acts and parts of acts in conflict herewith be and the same are hereby repealed in so far as they are in conflict with the provisions of this act.

Section 15. For the payment of the salaries of the officers, teachers, and employees, and for the maintenance and general contingent expenses of the Oregon school for feeble-minded for the two years ending December 31, 1908, there is hereby appropriated out of the money in the general fund in the State treasury, not otherwise appropriated, the sum of.....dollars.

A bill for an act to secure lands, buildings, and personal property for the State Institution for Feeble-Minded, to authorize the employment of the prisoners at the Penitentiary in furnishing labor and material therefor, and making an appropriation therefor.

Be it enacted by the People of the State of Oregon:

Section 1. The Board of Trustees of the State Institution for Feeble-Minded, consisting of the Governor, Superintendent of Public Instruction, and Attorney General, which Board is hereby created, is hereby authorized and directed to proceed, as soon as it is practicable to do so, to complete the purchase of lands heretofore selected, or which may be selected, upon which to locate the State Institution for Feeble-Minded, and for purposes connected therewith, by securing good and sufficient deeds of conveyance thereto, with the usual covenants of warranty. Said Board shall, before purchasing said lands, require complete abstracts of title showing an indefeasible, fee simple title thereto, which shall be submitted to the Attorney General for examination, and such titles shall not be accepted until approved by the Attorney General and his approval is endorsed on the abstracts.

Section 2. Said Board of Trustees shall have power to sell or otherwise dispose of, utilize or remodel any building or other structure that may be upon any of such lands at the time of their purchase, and shall further have power to purchase or otherwise acquire any and all additional real estate, or rights therein, for the purpose of constructing, operating and maintaining sewerage, water supply, lighting, heating, and power plants, or appliances, for said State Institution for Feeble-Minded.

Section 3. After acquiring title to the real estate for the use of the State Institution for Feeble-Minded, the Board of Trustees of the institution shall cause the same to be suitably graded and laid out, and to be erected thereon all buildings and other structures which may be deemed necessary to the complete establishment and equipment of such State Institution for Feeble-Minded according to modern, advanced, and practical methods of conducting such institutions. Said Board of Trus-

tees shall have power to appoint an architect to draw all plans and specifications and to supervise the work, and full power to receive bids, enter into contracts and do all things necessary or advisable in the prosecution of the work hereby contemplated, including the furnishing, lighting, and heating of said buildings.

Section 4. The Board of Trustees of the State Institution for Feeble-Minded is hereby authorized and directed to make requisition upon the superintendent of the Oregon State Penitentiary for prisoners to labor upon the grounds in clearing, grading, excavating, and preparing them for the purposes of the institution, and for all brick necessary to be used in constructing the buildings thereon. The superintendent of the Oregon State Penitentiary is hereby authorized and instructed to furnish as many prisoners as may be necessary or practicable to work on said grounds and to manufacture and burn all brick that may be required in the construction of the various buildings as provided in this act, using prisoners from the penitentiary to perform all labor. The said prisoners shall be under the sole custody and direction of the authorities of the Oregon State Penitentiary while engaged in such labor, and the expense of extra guards and any other extra expense made necessary by reason of such labor shall be paid for from the appropriation made by this act.

Section 5. Said Board of Trustees shall have authority to purchase and supply to the institution for feeble-minded all necessary livestock, farming utensils, and implements, and such other materials as may be necessary to fully equip the said institution for the purposes of its creation.

Section 6. For the purpose of carrying out the provisions of this act, there is hereby appropriated, out of any funds in the State treasury not otherwise appropriated, the sum of.....dollars, or so much thereof as may be necessary.

REPORT OF AGENT.

To the Honorable Board of Capital Building Commissioners:

GENTLEMEN: Chapter 181 of the laws of the Legislature of 1905 made it the duty of your Board to ascertain the best means for the care and training of feeble-minded and epileptic children. You were authorized by this act to visit States maintaining institutions for this purpose, or appoint an agent to carry on the investigation for you.

The object of the inspection was to find out the probable cost of maintenance, the kind and character of buildings required, and secure other information that would be of advantage in the establishment of an institution for the care of these unfortunate persons in Oregon. You were also required to report the result of your inquiry and investigation to the next session of the Legislature.

INSTITUTIONS VISITED.

It was my honor to be appointed your agent for this important work, and pursuant to my duty as such, I spent ten weeks, beginning May 20, 1906, inspecting fourteen institutions located in various parts of the United States. The following are the institutions visited: Minnesota School for Feeble-Minded, Faribault; Illinois Asylum for Feeble-Minded Children, Lincoln; Wisconsin Home for Feeble-Minded, Chipewewa Falls; Indiana School for Feeble-Minded Youth, Fort Wayne; State Institution for Feeble-Minded for Western Pennsylvania, Polk; Craig Colony for Epileptics, Sonyea, New York; New York Custodial Asylum for Feeble-Minded Women, Newark; State Institution for Feeble-Minded Children, Syracuse, New York; School for Feeble-Minded, New York City (Randall's Island); Rome State Custodial Asylum, Rome, New York; Massachusetts School for Feeble-Minded, Waverly; New Hampshire School for Feeble-Minded, Laconia; New Jersey School for Feeble-Minded Boys and Girls, Vineland;

Pennsylvania Training School for Feeble-Minded Children,
Elwin.

MEANING OF THE WORD FEEBLE-MINDED.

It will be well before proceeding further to define the word feeble-minded, give the classes included in its meaning and make a statement of the aim and purpose of the institutions devoted to the care of the persons designated by the term.

The compound word, feeble-minded is very comprehensive in meaning. It includes all grades of idiocy and imbecility, from the person a little below the normal, incapable of education by ordinary methods, to the profound idiot that simply eats and lives. Feeble-mindedness is distinguished from insanity in this very important respect: Feeble-mindedness is a condition of the brain due to retarded growth, which surgery nor medicine has been able to alleviate. Insanity is a disease of the brain which frequently yields to the skill of the physician. The feeble-minded lack development and should have care and training. The insane need a remedy and should have care and treatment. "Dementia," says Ireland, "begins with average intelligence, which gradually diminishes; idiocy with a low amount of intelligence which gradually increases." The feeble-minded require development and growth; the insane medicine or surgery. One needs for its amelioration a school, the other a hospital.

The distinction is the basis for the separation of the feeble-minded and insane which has been effected in most of the states of the Union, as well as the countries of Europe.

The aim of the institution for feeble-minded is educational; it is primarily a school, the home and hospital features are mere adjuncts to the central purpose. But it must not be understood that any amount of education and training can restore an abnormal mind. It may, however, improve it.

PATHOLOGICAL CLASSIFICATION.

The feeble-minded are classified from a pathological standpoint as follows:

1. Genetious idiocy, includes those whose affliction is due to a congenial condition complete before birth and not to be attributed to any specific disease. Heredity or injury to the

mother before the birth of the child are the most frequent causes of this form of idiocy.

2. Microcephalic idiocy, as the term indicates is characterized by a very small skull imperfectly developed in contour. It is supposed to be caused by the arrested development of the brain. One of the institutions of the country has received five children of this class from one mother; another, two from a single family.

3. Hydrocephalic idiocy is produced by a nervous disease resulting in a superabundant fluid in the cranial cavity. The skull is distended to enormous proportions and deformed.

4. Eclampsic idiocy is caused by injury to the brain by convulsions at birth or during infancy. The child may never talk and is educated with difficulty, but it may be taught to do ordinary work.

5. Epileptic idiocy is quite common, being due to the ravages of the terrible disease. The largest number of cases are attributed to heredity. Their condition is improved by plenty of regular out door exercise and close attention to diet. Many of them are valued laborers on the farm.

6. Paralytic idiocy is the result of paralysis of the brain. One or both sides of the body may be affected. The child is usually susceptible to mental training to quite an extent and occasionally you will find good workers among them.

7. Trumatic idiocy results from an injury to the brain caused by a blow or fall.

8. Inflammatory idiocy some times comes from measles, scarlet fever, and other diseases of that character.

9. Sclerotic idiocy has as predisposing causes tuberculosis and nervous diseases of the parent.

10. Syphilitic idiocy is quite rare as most of the children who inherit this disease die in infancy, and few reach over the twelfth or fourteenth year.

11. Cretinism is also quite rare in this country. The cause is the absence of the thyroid gland, which results in dwarfing the physical and mental growth. The thyroid treatment has had very satisfactory results when administered constantly.

12. Idiocy of deprivation means that condition in which a

child remains who has been deprived of the senses such as sight and hearing.

PSYCHOLOGICAL CLASSIFICATION.

The psychological classification followed in most of the schools is:

1. The idiot. Apathetic and excitable.

He is lowest in the scale of mental development knowing only enough to cry when hungry or in pain; he cannot speak or understand language addressed to him and recognizes only those constantly with him; he is untidy in his habits and is usually unable to walk. The excitable idiot either dies in infancy or becomes apathetic.

2. The idio-imbecile is a step in advance of the idiot. He is poorly developed physically but may learn to walk, speak a few words and may be trained to self-help to a limited degree.

3. The imbecile. Low, middle and high grade.

The imbecile is susceptible to much more training but book learning is hard for him to acquire and soon lost after he leaves school. He may be trained to work and perform fairly simple domestic duties.

The middle grade imbecile constitutes a large class of the inmates of the institution; they become with patient training valuable laborers in the garden, field, laundry or shop. They may acquire a knowledge of arithmetic, geography and history and learn to read and write, but their development is best accomplished by systematic manual training.

The high grade imbecile approaches the normal condition in body and mind, but there is a weakness in judgment, will-power and independence, that renders him unequal in the race of life.

4. The moral imbecile appears to have no sense of right and wrong; the gratification of his desires or passions without any regard to the rights or feelings of others is characteristic of this class. They are a most dangerous class to be at large and should by all means remain in the permanent custody of the state.

EDUCATIONAL CLASSIFICATION OF THE FEEBLE-MINDED.

		IDIOT.
Asylum care-----	Profound	{ Apathetic } Unimprovable.
		{ Excitable }
	Superficial	{ Apathetic } Improvable in self-help only.
		{ Excitable }
		IDIO-IMBECILE.
		Improvable of self-help and helpfulness.
		Trainable in very limited degree to assist others.
		MORAL IMBECILE.
Custodial life and perpetual guard- ianship-----		Mentally and morally deficient.
	Low grade:	Trainable in industrial occupations; temperament bes- tial.
	Middle grade:	Trainable in industrial and manual occupations; a plotter of mischief.
	High grade:	Trainable in manual and intellectual arts; with a gen- ius for evil.
		IMBECILE.
Long apprentice- ship and colony life under protec- tion-----		Mentally deficient.
	Low grade:	Trainable in industrial and simplest manual occupa- tions.
	Middle grade:	Trainable in manual arts and simplest mental ac- quirements.
	High grade:	Trainable in manual and intellectual arts.
		BACKWARD OR MENTALLY FEEBLE.
Trained for a place in the world-----		Mental processes normal, but slow and requiring special training and environment to prevent deterioration; defect imminent under slightest provocation, such as excitement, over-stimulation or illness.

AIM AND PURPOSE.

The original aim of the school for feeble-minded was solely educational. The Massachusetts legislature of 1850 which passed the first act incorporating an institution for the relief of this class designated the institution the Massachusetts School for Idiots and Feeble-Minded Youth, and further indicated its aim by adding this clause, "For the purpose of training and teaching such persons.

The aim of the Illinois school, established in 1865, as set forth in the report of 1878, is as follows: "The design and object of the institution are not of a custodial character, but to furnish the means of education of that portion of the youth of the state not provided for in any other educational institutions, who are of a proper school-attending age, and who shall remain such periods of time as shall, in the estimation of the superintendent and board of trustees suffice to impart all the education practicable in each particular case, and in conformity with regulations hereinafter specified."

The schools did not retain long, for reasons that will be shown later, their strictly educational character, but education has continued to be their chief function. They are regarded (in the words of Dr. Howe), "as a link in the chain of common schools, the last indeed but still a necessary link to embrace all the children of the state."

WHY TRAIN THE FEEBLE-MINDED?

One of the well established doctrines of our civilization is that every child is entitled to the highest development of which it is capable and that it is the duty of the state to aid in providing means, for an elementary education. This principle applies with special force to the helpless. For many years the rights of the deaf and blind were disregarded in this respect, but for the last fifty years their claim for educational advantages has been recognized and no state in the Union now fails to make some provision for their tuition. But the claim of the feeble-minded, the most helpless, the most needy of them all has been ignored in some of the States altogether, while others have made inadequate provisions for their training. All contribute through taxation to the educational fund, the parent of the feeble-minded as well as others, and certainly his child has a claim upon the resources of the State to aid in its efforts to rise above the misery and degradation his condition naturally entails.

REASONS FOR CUSTODY OF FEEBLE-MINDED.

But there is another reason why the feeble-minded should be cared for that outweighs all others in importance to the State. The effect of the mingling of the feeble-minded with society is a most baneful evil. The States are just beginning to realize that this is the source of much of the pauperism, feeble-mindedness, insanity, and crime. Competent authorities estimate that from 40 to 50 per cent. of feeble-mindedness comes by inheritance from neurotic parents and Dr. Kerlin says that there is no field of political economy that can be worked to better advantage for the diminution of crime, pauperism and insanity than that of idiocy.

Unfortunately we do not have to go from home to find examples of how this terrible scourge descends upon the progeny of feeble-minded parents. In the Willamette Valley a few years ago resided a family, consisting of a father, mother and four sons. The mother is said to be weak-minded. One son died at the reform school a few years ago. Another is now in the penitentiary, another son was sent to the penitentiary and was transferred to the asylum, another was sent to the reform school but escaped and again entered upon a career of crime and was sentenced to a term in the penitentiary. On account of his youth and former commitment to the reform school he was removed to that institution. After remaining for a time he stole a horse and again escaped from the reform school going to another State, where he became a horse thief and while resisting arrest for the crime was shot by an officer. He recovered from his wound and is now in prison.

Another case is reported: A feeble-minded mother has a son in the reform school, another who has just finished a term in the penitentiary, and two daughters who live lives of prostitution and crime.

Instead of two, there are seven who will go on propagating their kind, in geometrical ratio just as certainly as they remain outside of institutions. It is a matter of economy to the State to stop this spread of feeble-mindedness and crime at the earliest possible moment.

From another county a case was recently reported of a feeble-minded girl who was the complaining witness against a young man whom it was alleged had assaulted her. The case brought out that she was feeble-minded, that she had been the victim of a number of men and boys among whom was her own father. It was also shown that she was suffering from a loathsome disease that resulted from an immoral life. Such an irresponsible girl in a community is the cause of many boys being led into vicious habits that they would not otherwise have formed.

In another section of the State a boy feeble-minded from birth is said to have destroyed property with fire to the value of \$200,000.00, enough to build and maintain for several years

a splendid institution for the care of the class. Other States have found it economical to take care of them, and certainly our experiences in Oregon shows that it does not pay to let them go without State care.

DEPARTMENTS OF THE INSTITUTION.

The inmates of the institution are, therefore, divided between two departments, viz: The school department and the custodial department. The first class receives instruction in literary studies in the school rooms, or manual training; the second class includes those who have completed their school work and still remain at the institution employed in industrial work or those who are incapable of receiving either education or training and have simply asylum care.

The school department constitutes from a fourth to a third of the population of the schools. The Minnesota school has 352 in the school department out of a total of 1048. Polk, Pa., has 275 out of 1230 inmates; Wisconsin, 220 of 700 are in the school department.

SCHOOL WORK.

The school room used for the instruction of feeble-minded does not differ in any essential particular from that for normal children. The apparatus also is about the same except that more objects are stored away for use with the feeble-minded than would be deemed necessary in another school. The work of the school room is illustrated by showing objects so far as possible. The concrete always going before the abstract.

The kindergarten is the basis of all school work, the methods and ideas employed there being carried into all grades of the school.

Gift lessons give notions of number, size, form, color, etc.

Games are used for sense training, songs and rhymes to give a knowledge of language.

Stories, talks and representative games, care of plants and animals and the kindergarten life itself afford a training for the heart, give material for thought and teaches habits of industry, order, promptness, accuracy, neatness, independence, gratitude, etc.

Occupation work, trains the head to control hand so far as possible, but the hand to work through mechanically.

Free play develops the individuality of the child.

In the advanced work the child usually goes as far as the fourth reader. He also has instruction in spelling, penmanship, arithmetic, language, geography and history. But few books are used, most of the instruction being oral. The books in use are readers and books on history. But little use is made of a book in arithmetic. The abstract ideas of numbers are grasped with much difficulty and are acquired by handling and dealing with objects. Pupils who are able to complete this work by 16 or 17 years of age are regarded as doing well, though the attainment is not so great as the normal boy reaches at 10 or 11 in the public school.

Music.—Most of the children have an ear for music and are apparently fond of singing. They are taught chapel songs which they sing heartily. Many of the schools have choruses which practice daily and furnish music for the entertainments given by the school. All schools have bands, ranging in number of instruments from twelve to twenty-four. The bands are about the same as the one now maintained at our reform school.

Gymnastic Work.—This is a very important part of the work of an institution and most of the schools give it considerable attention. The pupils are all physically lacking and building up a strong body that will ward off disease is the first step toward the improvement of the mental condition.

Marching, special free exercises, running, mat work, use of chest weights and ladders, use of bean bags, soft rubber balls, basket balls, foot balls and medicine balls are employed. The gymnasium is used by all the children in the school department in most of the institutions. The Minnesota school gives special attention to this department. I also saw splendid work in this line at Syracuse, N. Y. The school at Elwyn probably has the best equipped gymnasium.

MANUAL AND INDUSTRIAL TRAINING.

“The motto of the schools, ‘We learn by doing; the working hand makes strong the working brain,’ shows manual train-

ing to be the basis of development for all, but modified to suit the intelligence in each grade; thus classified, various occupations are arranged with the double purpose of securing all round development, and of giving at the same time opportunity for choice according to individual bent, the child being permitted gradually to devote himself more exclusively to that in which he shows a tendency to excel and to gain a certain automatic ease in what shall prove the initial of a life employment."—*Barr*.

The schools provide instruction in various branches of manual and industrial training. The sloyd system of manual training gives valuable work to a large number of younger boys. There are classes in wood carving, basketry, pyrography, sewing, tailoring, lace making, net making, (hammocks, etc.), domestic and laundry work, printing, carpenter work, brush and mat making and shoe repairing. The farm, dairy and garden provide very satisfactory employment and training for a large number of the older boys.

The work of the school room, as indicated above, is of the most practical nature. Its aim is the training of the child to minister as far as possible to his own wants and lessens his dependence on others. It tries to prepare the child for a life of usefulness in shop, kitchen, or laundry or in the garden, field or dairy.

Nearly the first school room I entered for the education of this class brought me into the presence of ten or twelve low grade boys from eight to fourteen years of age. The teachers' first order to the children was to remove their shoes. Some understood and began at once the arduous task, others sat dreamily by until by chance they saw the movements of their classmates when they began to imitate their actions.

With much effort, many twists and strains, much pulling and an extravagant waste of energy, and with some assistance given by the brighter ones, the work was finally completed, and then came the direction from the teacher to put their shoes on again. Considerable time was consumed in this exercise, the teacher with infinite patience going from one to another of the slower ones, showing the child probably for the hundredth time the simple process of lacing and tying

shoes. And thus is the low grade feeble-minded child trained to do the little things of life.

It will be asked, what is the result of all this expenditure of patience and effort on the part of the teacher? A single concrete example reported by Dr. Barr, in his excellent book, *Mental Defectives*, must suffice to answer the inquiry. "W. T. Y. Boy 10 years old when photograph was taken. Speaking only a few words but understanding simply language; was self-willed, obstinate, very abusive, quarreling and fighting with other children, and in violent temper would attack any one. The boy was a low grade imbecile. His hand against every man, he fancied every man's hand against him. Always under strict custody that he might harm neither himself nor others, he would vent his spleen in tearing his clothing. His teacher, a woman of rare patience and devotedness, sat beside him one day, tearing strips of old linen and laying them in order. 'See, Willie, let us make some pretty stripes and lay them so.' His wonder grew apace at seeing her do what he had been reprov'd for doing. At once he responded, and a new bond of sympathy was established between them. She was playing his game—the only one, poor little lad, that he was capable of—and he joined in. 'Now we will draw out the pretty threads and lay them in rows.' For weeks the boy found quiet pastime in this occupation, and the violent nature grew quieter in proportion. One day the teacher said, 'Let us tie these threads together and make a long string.' It took him months and months to learn to tie those knots, but meanwhile his attendants were having 'breathing space.' 'Now we will wind this into a pretty ball and I will cover all you make for the boys to play with,' and a new occupation was added to his meagre list. The next link in this chain of development was a lesson in knitting. Again, through months of patient teaching, it was at last accomplished, and the boy to the day of his death found his life-happiness in knitting caps for the children instead of tearing both them and their clothing."

The observation of the superintendent of the Michigan Home for Feeble-Minded is especially interesting in connection with this question: "The value of school work for the imbecile and for the epileptic is beyond question, for we see its

good results daily, especially when comparison is made with the same type of case admitted when too old for school advantages, and the one who has passed through the drill, discipline, order, and teaching of the training school. One is listless, aimless and almost useless, the other has the habit of industry, continuity of action and self-helpfulness."

TEACHERS OF FEEBLE-MINDED.

The teachers of the feeble-minded as a class are very devoted to their work and seem to enjoy it. The work requires great enthusiasm and inexhaustible patience, on the part of the teacher. They must have faith in their efforts. They must work on in the face of the most discouraging circumstances but in their vocabulary there is no such word as fail until every resource has been exhausted. The teacher must possess ability of a rare order to find the way into the consciousness of these children. A knowledge of kindergarten methods is very useful but these have to be adapted to the class. The teacher should have an intimate knowledge of human nature, be resourceful in finding ways out of difficulties and tact and good judgment in managing these children. Experience of this kind is a valuable asset for the teacher and many attendants have been promoted to the school room with this experience as the chief qualification. The teachers are very poorly paid, the salaries ranging from \$25 to \$40 a month.

The New Jersey Training School, at Vineland, conducts a course during the summer for teachers who wish to engage in the work. The teachers in attendance during the past summer made an earnest and intelligent body, who will make themselves felt in this special line of teaching.

WHAT WAS EXPECTED OF THE SCHOOLS.

Very high expectations from school training were entertained by the men who inaugurated this great work. It was believed that from 50 to 75 per cent. of the imbeciles brought under instruction could be prepared for useful lives in society. But this hope was long ago abandoned, and Dr. Fernald estimated in 1893, that only 10 or 15 per cent. could be made self-supporting in the ordinary conditions of social life. Probably

before another decade passes these figures will have to be revised and 5 per cent. will be regarded as the maximum of those who can be returned to society, with a reasonable hope of success in life. In fact, now, superintendents of institutions are very loath to encourage parents of their brightest children in the hope that their child can be rescued for independent living in the ordinary walks of life.

CUSTODIAL DEPARTMENT ESTABLISHED.

When experience showed conclusively that school training could not prepare for independent living, the question arose as to what disposition to make of those who had received all the school had to offer. Many were homeless and friendless. Parents dreaded to take children from a place where they were happy and contented. The schools found themselves under the necessities of establishing homes for the permanent care of these high grade imbeciles. When the home or custodial department was organized the demand was then made upon the schools to care for a great number of unimprovable idiots. The demand was so just and the need of care for this class was so imperative that the schools undertook the work. This department for custodial care was soon crowded and has become a prominent feature of the school for feeble-minded. It was found that the high grade imbeciles who had finished their school training could be of much assistance, under supervision, in the care of these low grade idiots. Especially is this true of the female who will often devote herself to a helpless child with the tenderness and care of a mother. Thus was opened at the institution a new field of usefulness for those who had been trained in the school department, and it is said that the utilization of this labor at the institutions has reduced materially the per capita cost of maintenance.

It must not be taken for granted that no training is given children in this department. While they are not in the regular school work of the institution, yet they get what to them is of vastly more importance than ability to read or write. They are taught to form habits of cleanliness, to control the body and be self-helpful. It may require weeks to learn to pick up a stone, but when this has been accomplished, pro-

gress has been made and the child is in better condition to exercise control over his body than before.

The 'custodials' are almost without exception improvable to some extent, usually to a relatively very great extent. The amount of training on a very humble level which is given to these persons is enormous. In all institutions their physical habits are trained. They are taught decency; they are made useful in many humble, petty employments; they are, in short, given a life to lead and are shown how to lead it. The training thus imparted does two things: It first raises them out of their brutishness to the level of social beings, fitting them to mingle in the daily relations of a home with the other inmates, and second, it is so continued as to form a check on the general tendency to degeneration of mind and body. The intellectual results of the training of the lower grades of the feeble-minded are therefore as distinct and as valuable to them as in the case of those who learn to read and write.

REASON FOR CUSTODIAL DEPARTMENT.

Dr. Fernald has stated in very forcible and concise language the reasons for the admission of this large class of low grade idiots into institutions and the creation of the custodial department for the permanent sequestration of imbeciles. "This lower class of idiots, many of them untidy, disgusting, and disagreeable habits, feeble physically, perhaps deformed and misshapen, often partially paralyzed or subject to epilepsy, can not be given suitable care at home. There is no greater burden possible in a home or a neighborhood. It has been well said that by institution care of every five idiots cared for we restore four productive persons to the community; for, whereas, at home the care of each of these children practically requires the time and energies of one person, in an institution the proportion of paid employees is not over one to each five inmates. The home care of a low grade idiot consumes so much of the working capacity of the wage earner of the household that often the entire family become pauperized. Humanity and public policy demanded that these families should be relieved of the burden of these helpless idiots. From the nature of their infirmities it is evident that the care of this class must last as long as they live. As nearly every one of these low grade idiots becomes a public burden, it is better to assume this care when they are young and susceptible to a certain amount of training than to receive them later on, undisciplined, helpless, destructive, adult idiots.

"The brighter class of the feeble-minded, with their weak will power and deficient judgment, are easily influenced for evil, and are prone to become vagrants, drunkards and thieves. The modern scientific study of the deficient and delinquent classes as a whole has demonstrated that a large proportion of our criminals, inebriates and prostitutes are really congenital imbeciles, who have been allowed to grow up without any attempt being made to improve or discipline them. Society suffers the penalty of this neglect in an increase of pauperism, and vice, and, finally, at a greatly increased cost, is compelled to take charge of adult idiots in almshouses and hospitals, and of imbecile criminals in jails and prisons, generally during the remainder of their natural lives. As a matter of mere economy, it is now believed that it is better and cheaper for the community to assume the permanent care of this class before they have carried out a long career of expensive crime."

EPILEPTIC DEPARTMENT.

Many epileptics found their way into the institutions and experience with them soon showed that the severity of the disease could be lessened by medical treatment, proper exercise and careful attention to diet. To carry into effect these provisions necessary for their care, it was found expedient to separate the epileptics from the other inmates of the institution, and thus was established in many schools the hospital for epileptics.

Some States, however, among which are Ohio, New York, Massachusetts, New Jersey, Kansas, Texas, and Indiana, make provisions for epileptics in separate institutions devoted exclusively to this class. But most of the other States have only a department for epileptics in their schools for feeble-minded.

There is a question whether epileptics should be admitted to a school for feeble-minded. Authorities differ on the subject. Dr. Kerlin says: "I have nowhere seen that any special advantages are claimed for this separate care of epileptics; the argument that they are an affliction to those not affected by the symptoms is answered in the proposal to classify them

in separate buildings, as shall benefit them, and spare those whom they disturb."

Superintendent Wilmarth, who has had life-long experience with feeble-minded and epileptics, holds the same view, which he expressed to your agent. It is, nevertheless, true, if the State were large enough to support two institutions, it would be best to make separate provision for each class, but since this is not practical in this State at the present time, it would seem wise to follow the lead of such states as Minnesota, Wisconsin, Illinois, Michigan, and Pennsylvania, and admit both classes to the institution. When the limit of the institution is reached in numbers, the question of separate provision can then be considered.

THE THREE-FOLD OBJECT.

The character of schools for feeble-minded have, therefore, been modified materially since their origin, a half-century ago. The object of such an institution as at present understood is very clearly stated by the superintendent of the recently established School for Feeble-minded of North Dakota. He says: "The institution has for its general object the training of such feeble-minded persons as are capable of improvement and the care and comfort of such as can not be improved. The former is accomplished by regular school and industrial work, adapted to this class, the ultimate aim being to make each child self-supporting, or as nearly so as possible. To accomplish this, all the training will be of the most practical nature. The institution performs the function of a school, a home, and a hospital. It, therefore, consists of the three departments quite distinct in their nature, yet mutually connected, viz: (1) School and training department. (2) Custodial department. (3) Epileptic department."

The educational department is still the center about which the institution is organized, but the rapid growth of the custodial department is not without danger to its pre-eminence in the organization, a fact a close observer will detect

in a number of institutions, of the country. Dr. Kerlin, in his last report, gave a warning against the excessive growth of the custodial department which "unless vigilance and interest in the training department be maintained, will eventually greatly weaken its influence and usefulness." This must be borne in mind in the organization of a new institution. Prominence must be given to the educational department at its inception.

THE NUMBER OF FEEBLE-MINDED.

It is very difficult to get figures that are regarded as reliable as to the number of feeble-minded in the country. Many parents are so sensitive that they are not willing to admit that their unfortunate child belongs to this class. One thing is certain; the number is very large, and the provision for their care will be nearly as extensive as that required for the insane.

The census of 1880 gave, in round numbers, 92,000 insane, 76,000 feeble-minded; that of 1890 gave 106,000 insane, and 95,000 feeble-minded.

Dr. Fernald says it is safe to say that there are two feeble-minded persons to every 1000 of our population, and that there are 150,000 in the United States. Probably no one in the country has made a more careful study of the subject than Dr. Fernald, and his estimate may be accepted as approximately correct. For ordinary purposes the numbers of the insane and feeble-minded may be regarded as about the same. Alexander Johnson, another authority on the subject, a few years ago said that there were 100,000 of each class, while 75 per cent. of the insane were cared for by the State, only 10 per cent. of the feeble-minded were in institutions. Yet the danger from reproductive increase in the last class is much greater than in the first. States are just beginning to realize the danger of the feeble-minded to society and provision for their care is proceeding with feverish haste in every State where the importance of the work has forced itself on the public mind. Nearly every institution visited by your agent was engaged in erecting new buildings and it is almost

impossible to find a report of any institution issued in recent years, that does not urge, in the most imperative terms, the need of more buildings to accommodate the growing population.

INDEQUATE PREPARATION.

No State in the Union is making adequate provisions for this class, and you will find almost as many clamoring for admission as you find within the walls of the institution. The Massachusetts school has 800 on the waiting list; Wisconsin home, 550; Craig colony, 800; Rome Custodial Asylum, 400; Elwyn, Pennsylvania, 3,500. All the institutions are full and over flowing, and it is believed if all would at once double their capacity, they would be filled to their limit again within eighteen months.

Massachusetts has a large institution for the feeble-minded, and two small ones for epileptics. The last Legislature established another large institution for the feeble-minded; Pennsylvania has just established an institution to house 1000 children, in addition to the 2,350 already cared for in two large institutions. Indiana has recently established a colony for epileptics which will have 1,000 population, and Iowa is contemplating such a move to relieve the crowded condition of the school for feeble-minded in that state. Maine, Rhode Island, Utah, Idaho, Virginia, West Virginia, Colorado, and Montana have either taken steps, or will soon do so, with the permanent care of this class in view.

The following table gives the names of the State institutions in the United States, the date of founding, the capacity, the per capita cost of maintenance, the amount of land and the value of the buildings and grounds:

<i>Name of institution.</i>	<i>Date.</i>	<i>Capacity.</i>	<i>Per capita cost.</i>	<i>Acreage.</i>	<i>Value.</i>
Massachusetts School for Feeble-Minded	1848	1,050	\$ 160	2,000	\$ 437,500
State Institution for Feeble-Minded Children (N. Y.)	1850	629	150	274	423,500
Connecticut School for Imbeciles	1852	264	180	-----	12,500
Pennsylvania Training School for Feeble-Minded Children	1853	1,150	190	337	750,000
Ohio Institution for Feeble-Minded Youth	1857	1,250	155	1,100	1,219,000
Kentucky Institution for Training and Education of Feeble-Minded Children	1860	200	152	95	50,000
Illinois Asylum for Feeble-Minded Children	1865	1,400	140	200	650,000
School for Feeble-Minded (New York City)	1870	800	234	167	1,000,000
Iowa Institution for Feeble-Minded Children	1876	1,150	144	800	416,000
Indiana School for Feeble-Minded Youth	1876	1,040	122	300	552,000
Kansas School for Feeble-Minded Youth	1880	400	155	275	150,000
California Home for the Care of Feeble-Minded Children	1885	600	150	1,700	450,000
New York State Custodial Asylum for Feeble-Minded Women	1885	600	200	50	275,000
New Jersey Home for Feeble-Minded Girls and Women	1886	150	190	160	110,000
New Jersey Training School for Feeble-Minded Boys and Girls	1888	350	228	200	280,000
Nebraska Institution for Feeble-Minded Youth	1887	400	129	225	250,000
Maryland School for Feeble-Minded	1888	200	220	186	150,000
Washington School for Defectives	1892	100	-----	200	62,500
Wisconsin Home for Feeble-Minded	1895	700	160	1,025	456,000
State Institution for Feeble-Minded of Western Pennsylvania	1897	1,240	160	1,100	750,000
Rome (N. Y.) State Custodial Asylum	1894	700	144	500	450,000
Michigan Home for Feeble-Minded	1894	800	160	160	270,000
North Dakota Institution for Feeble-Minded	1901	75	220	40	75,000
Missouri Colony for Feeble-Minded and Epileptics	1899	300	175	240	270,000
South Dakota School for Feeble-Minded	1901	60	-----	-----	112,000
New Hampshire School for Feeble-Minded	1901	85	250	250	70,000
FOR EPILEPTICS.					
Ohio Hospital for Epileptics	1892	1,000	147	230	450,000
Craig Colony for Epileptics (N. Y.)	1894	1,050	166	1,900	600,000
Massachusetts Hospital for Epileptics	1895	250	-----	237	250,000
Massachusetts Hospital for Epileptic Children	1882	-----	210	200	175,000
New Jersey State Village for Epileptics	1898	120	-----	250	150,000
Texas Hospital for Epileptics	1899	224	137	640	-----
Kansas Hospital for Epileptics	1902	400	-----	640	850,000

SUMMARY.

Twenty-two States support thirty-three separate institutions for the feeble-minded and epileptic. The number cared for is not less than 17,500, and the annual cost of maintenance exceeds \$2,500,000. The amount invested in lands and buildings is over \$10,000,000.

THE NUMBER OF FEEBLE-MINDED IN OREGON.

To undertake to provide for the feeble-minded is no small task for any State to assume. If Oregon establishes one now, it will have a population of 1,000 in less than twenty-five years. There are now in this State 1,000 to 1,200 persons who are feeble-minded. But many of them are well cared for

in homes, and so long as they can receive such care the State need have no concern. There are many others less fortunately situated. We have seventy or eight of this class in the asylum at Salem, and Judge Frazier says eighty-four defective children passed through the Juvenile Court at Portland last year. There is not a small town in Oregon that does not have one or more children who need the care of an institution of this kind. New Hampshire, which has about two-thirds of our population, made provision for eighty-five children in 1901. The institution was soon filled and now has 150 on the waiting list, and doubtless would have had more applications had it not been known that the school was full. It is, therefore, evident we shall have a large number demanding admission, but since the greater number of officers and employees will be inexperienced in this work, and the inmates untrained, it would seem wise to begin the institution with not more than 200 persons.

It is, therefore, recommended that provisions be made by the state for 200 inmates.

WHO ARE ADMITTED.

Feeble-minded persons, of both sexes, ranging in ages from two or three to sixty and seventy, are found in the institutions. Some schools limit the age of admission between five and twenty or thirty or under forty-five for females, but after once admitted they remain at the institution for life unless satisfactory reasons are found for their removal. The matter of age, as well as other conditions relative to admission, should be left in the hands of the Board of Trustees to prescribe, so that it may be regulated to conform with the ability of the institution to care for those making application.

PER CAPITA COST.

The cost of maintenance varies in different States, owing to local conditions. A glance at the table given elsewhere shows that the per capita cost is in the neighborhood of \$160 per year, or \$13.33 a month. It has been said that the per capita cost can be brought below this figure, but so far but few institutions have reduced it very much.

The trustees of the new institution being erected in Pennsylvania promise to make it self-sustaining in ten or twelve years. I regret I am unable to hold out to you such a hope for our institution. Nearly one-third of the population will be small children, in school most of the time, another large class will be helpless and require even the food they eat to be placed in their mouths. Others will be able to care for themselves, but on account of a weak body, as well as a weak mind, will be unable to contribute anything toward their support.

Indiana has been able to support its school on \$122 per capita, which, I think, is as low as can ever be expected if a high standard of efficiency is maintained among the officers and employes.

The cost of maintenance is a little less than that of the insane, as the following table will show:

	<i>Feeble-minded.</i>	<i>Insane.</i>
Iowa	144	144 to 180.
Kansas	155	153
Indiana	122	168.
Michigan	160	168
Wisconsin	100	235.

An institution with only 200 inmates will require a larger per capita than a larger one, and it would be unsafe to estimate less than \$200 per capita for the first year. If you prepare for 200 inmates, probably more than half of the biennial term will be gone before the school is ready for occupancy. It will, therefore, require an appropriation by the coming session of the Legislature of \$20,000 for maintenance for six months.

LOCATION.

The law of the Legislature of 1905, referred to before in this report, makes it the duty of the Capital Building Commission to select a site for the new institution. This Board will not be called upon to perform a more important duty in connection with the institution than this one. It is of vital importance that this duty be carefully and thoughtfully discharged. It is not a rare thing, even in our own State, to

find an institution's usefulness hampered or almost totally destroyed by an ill-chosen location.

An ideal location would be a secluded valley, upon whose sunny slopes these simple people might dwell away from the public gaze.

Among the first things that should be considered is the distance the institution shall be from Salem. In this connection I wish to quote from a letter of Superintendent Rogers of the Minnesota school to the authorities of Indiana, charged with the duty of selecting a location for a colony for epileptics. He says:

It is really a difficult matter sometimes to select a location easily accessible and yet having a proper isolation. In my judgment colonies and village communities should not be located very near any town. The distance from town should be sufficient to prevent its being made the daily resort even of employees, to say nothing of the patients who should especially avoid the excitement and allurements offered by a city life except under very careful supervision and at rare intervals.

Proximity to a town is one of the things I have in mind in my sixth condition, and it is one of the things that I think is not usually appreciated in the location of a public institution. If employees of an institution are freely visiting town, especially one where there are many saloons, a feature of conduct is introduced which it is very difficult to control among the men; and the residence at some distance from town not only eliminates from the employment those people who make a passable showing in their work, but never attain the best results because of more or less pronounced intemperance, but it enables an administration to develop a better ideal community spirit and to bring all employees into a better harmony concerning the broad purposes and ideals for which an institution is established. It is astonishing how this spirit can be affected, modified, and sometimes almost destroyed by the influence of outside interests of commercial or other nature. As to definite distance from a town I would say not nearer than three miles (of course this is arbitrary), and if the city were very large I would increase the distance, it being understood, of course, that market centers are easily reached by good transportation facilities.

Superintendent Murdoch of the Western Pennsylvania Institution for feeble-minded, in conversation with your agent on this subject, expressed a similar view, which follows:

Do not get a location near a large town. It does not matter how far you are away, if you have a railroad near to bring supplies needed, and people who have business at the institution. A town interests children,

especially boys, about grown, and they are frequently lured away from school with hope of finding work or something of that kind. If a town is near by the liberty of the whole school is restricted, because you can never feel safe when you know how prone children are to go to town. Here at Polk children can be given much liberty because it is not possible for them to go as far away as the nearest town.

The effect of a large town on the employees is also bad. Their interests are divided between the school and the town. They become so interested in outside affairs that their usefulness at the institution is greatly lessened.

In view of these statements, the force of which were emphasized by my observation of other institutions, I would suggest that this phase of the subject be given due consideration.

LARGE ACREAGE REQUIRED.

There is a unanimity of opinion among superintendents of schools for the feeble-minded on the necessity of a large acreage for an institution. The larger institutions have from 400 to 2,000 acres of land; none of them have too much and most of them are seeking means for the purchase of more. The rule is to have one acre of land for each child the school is expected to accommodate. There is also a general agreement among superintendents as to the ultimate size to which an institution should grow. It is believed that the best results can not be attained where one man has under his supervision more than 1,000 inmates. Therefore, an institution designed for this number, and all should be so designed, should have 1,000 acres of land.

It is very difficult for one who is not familiar with the work of one of these large schools to comprehend how so much land can be utilized. A few expressions on the subject from men who speak from experience in the matter, will be of interest and profit.

Superintendent Rogers, in asking the Legislature of Minnesota to purchase 400 acres additional land, which his school has leased for a number of years, has this to say in reference to the matter:

If it had not been well understood for many years by all conversant on the subject that farming, gardening, and dairying were appropriate occupations for our feeble-minded boys who had had school training, the

experience of this institution has abundantly demonstrated it. Under judicious management, our farm boys form a happy, contented family of valuable workers. In my judgment, the central features of an institution farm for the feeble-minded should be dairying and gardening. These, of course, involve the support of a large amount of stock and miscellaneous crops upon the farm would therefore be required to support the stock. This means a large acreage for corn, oats, meadow and pasture, in addition to that required for vegetables, among which potatoes, in this climate, naturally require the largest acreage. I earnestly urge upon the Board the desirability of recommending to the Legislature the purchase of another large addition of land for the use of the school.

The following is from a report on schools for feeble-minded to the National Conference of Charities and Corrections, made in 1898, by Superintendent F. M. Powell, of the Iowa school:

Many of the institutions are reasonably well provided with land, and this is of practical importance. Much of the inmate labor can be utilized on the farm, garden, and orchard; and the profits materially lessen the per capita cost. It has been conceded for years that each institution should be provided with at least one acre per inmate; and, as we grow in years, it is thought by some that even more than this is needed.

Letchworth, in his valuable book on the care and treatment of epileptics, says:

No hard-and-fast rule can be laid down for the amount of land required for an epileptic colony, which should be largely agricultural; but for the smallest enterprise of this kind it is advisable to have at least five hundred acres. If it is thought that the institution will eventually provide for one thousand inmates, from fifteen hundred to two thousand acres will not be found too much. An instance is not on record of a State having suffered loss by making a large investment of land in purchasing a site for a State institution. A large acreage of land is desirable, not only for the opportunity afforded for giving patients outdoor work, but in order to reduce the cost of maintenance by producing supplies, including meat, milk, and eggs, as well as vegetables.

EXPERIENCE OF OTHER STATES.

In spite of this expert opinion on the subject only two or three schools have been established with sufficient land at the beginning. The new institution now under construction in Pennsylvania made the same old mistake of starting without enough land. Dr. Fitzsimmons, who is a member of the

Board of Trustees, said in an address before the National Conference of Charities and Correction, a few months ago, that the institution would require 400 acres of land in addition to the 300 acres which was purchased at first. The institution is not open yet, but it is realized already that 700 acres of land will be required to carry out the plans of the institution. It is said that the 400 acres that must be purchased now will cost nearly as much as the 700 acres could have been purchased for before the buildings were begun.

North Dakota started its institution on a tract of 40 acres in 1903, and the first report of the superintendent has this to say in reference to the matter: "More land is required for the economical maintenance of the institution. The prospective grounds about the building take up nearly fifteen acres, leaving only twenty-five acres for cultivation. There should be at least one acre for every inmate. Thus, with a population of 150, including employees, there should be 150 acres of land." He recommends the purchase of 100 acres of land to meet present needs.

The Iowa institution for feeble-minded had, in 1898, 300 acres of land, but since that time the need has been so pressing for more land, that the Legislature has appropriated \$45,000 for this purpose.

The Michigan school was established in 1894 on 160 acres. The amount of land was found to be inadequate, and the Legislature of 1894 was asked for an appropriation of \$50,000 for the purchase of 1,000 acres of land for the use of the institution.

Ohio has had similar experience as well as nearly all the rest of the States that did not secure a large acreage to begin with. All have paid exorbitant prices for the land they have had to purchase in this way, and Oregon should profit by the experience of these States.

THE ACREAGE REQUIRED.

In this State the conditions may be a little different than in some of the Eastern States. Here the land is very fertile, and is especially adapted to intensified farming. The ease with which vegetables, berries, and small fruits are grown in this

climate will probably make less land a necessity. But, in view of the fact that the institution will be a large one in time, and that no State has ever lost a dollar by investment of land for this purpose, I would recommend that the Board purchase or take options on 800 to 1,000 acres of land for the use of the institution.

POINTS TO CONSIDER.

In purchasing land for an institution several things must be taken into consideration.

First—It should be in a healthful locality, free from swamps or bodies of stagnant water. Drainage and facility for sewerage disposal should be good.

Second—There should be an abundant supply of good water, both for use at the school and for fire protection. If there is any question about its purity, chemical analysis should be made to determine the facts. If a supply of water could be obtained by gravity the advantage is very great, as pumping water for an institution is a continual expense. Water power on the institution grounds that could be developed without too great expense, might be utilized to generate light and power.

Third—The third thing to be considered is accessibility to market centers and railway transportation lines. Unless there is an unlimited supply of timber for fuel within easy reach, the institution should be on or near a railroad or trolley line. If a side-track or spur could be laid from a railroad to the building site the cost of putting the building material on the ground would be greatly lessened. Such a spur, so I am informed, can probably be constructed for \$2,000 a mile. Another thing that should be considered in this connection is a good wagon road to the nearest market center.

Fourth—The land should be variable with plenty of rich bottom land for gardening. It should also have land suitable for orchards, small fruits and for dairying and farming. Not half of the land need be under cultivation now. It matters not how wild the land is, if when cleared the soil will be productive. Feeble-minded boys are especially adapted to work of this kind and could clear the land before its need would be

pressing, and at the same time supply the school with fuel, as the land is cleared of its growth of timber.

Fifth—A good sightly building place should also be considered. There should be room for a park and recreation grounds of from fifty to sixty acres, in close proximity to the buildings.

It has been suggested that the State advertise for proposals of sites from which the Board make a selection after all sites offered have been viewed. This plan is practical and has yielded very satisfactory results in New York and Indiana, where it has been tried.

THE COTTAGE PLAN.

In the care of feeble-minded it is very important to classify the inmates as far as possible. It is not right to bring the high grade imbecile child into close contact with one of low grade. All agree that the cottage system is the best adapted for an institution of this character, as it affords the best means for classification. The cottages vary in capacity from twenty to 150 persons. The small cottage is very expensive for administrative purposes and the large one does not permit the classification that is desired. It is therefore believed that the cottage should accommodate not less than sixty nor more than eighty for the best practical results. These buildings should be separated from each other by 150 to 250 feet and should be arranged about a central heating plant, which should provide heat and hot water for all the buildings. There should also be a central dining room, to which all except the invalids could go for their meals. The dormitory buildings should be constructed with every possible facility for ventilation and light. They should have windows on three sides and ventilated by a system of flues. The toilet arrangements should be of the very best, and adequate to meet every need of the inmates. There should be at least five stools, two shower baths, also a bath tub for each of the two dormitories in a building. The day rooms should also be well provided with toilet facilities.

THE BUILDINGS.

It is gratifying to see more rational ideas governing the erection of public buildings. States are no longer erecting massive structures as monuments to the fame of architects, but are putting up plain, durable, yet inexpensive structures adapted to the purposes for which they are intended. Thirty years ago the hospital for the insane at Danvers, Massachusetts, was begun. The cost per capita for buildings was \$1,500 for each patient. Now extentions to meet the increase are made for \$250 per capita. The buildings being erected now are small, wooden cottages, and are regarded as more satisfactory for a large class of patients than the old style building. California is following the same plan and all buildings erected in that State for the care of insane are constructed of wood. The Minnesota school for feeble-minded has recently erected a wooden structure as a dormitory for eighty feeble-minded boys. The Massachusetts school for feeble-minded has erected four cottages and will put up all the buildings at the colony at Templeton of wood.

There was a time when a brick building was regarded as essential on account of the danger of fire. That was when large numbers, four or six hundred, were domiciled in one building, some of them on the fourth or fifth floor. Then buildings were heated by stoves or furnaces within the buildings and lighted with lamps or candles. The cooking was also done in the building. But this time has passed away. Buildings, if properly constructed, are now only two stories high, and accommodate but a small number. They are heated from a central heating plant, two or three hundred feet away, and lighted by electricity. The cooking is done at a distance from the living rooms, and fire for no purpose is ever kindled within two or three hundred feet of the building where the inmates reside. The possibility of fire is practically removed and the expenditure of large sums of money for fire-proof buildings is a waste of public funds. If the brick building is of slow burning construction it is just as liable to destruction by fire as the wooden building, for most buildings that burn catch on fire from within. Wood is our natural building

material, and we can construct our buildings of it at one-half the expense of brick.

Then, in this climate, it is almost impossible to put up a brick wall that will turn water against a beating rain. These walls draw dampness and more heat is required to keep the building in a sanitary condition.

In 1898 Leichworth had the following to say on the subject of wooden buildings:

Heretofore it has been generally considered that brick and stone were the only suitable materials to be used in the building of State institutions. The experience in the use of wooden buildings in some public charitable institutions raises the question whether wood for two-story cottage dwellings may not enter more largely into their construction. In the use of brick or stone greater precautions must be taken, at increased cost, to guard against dampness. Brick absorbs a great deal of moisture, which is an element of disintegration when frozen, and is not a durable material unless it be painted, and painting from time to time renewed. Wood, if laid on dry stone foundations and kept well painted, may last for centuries.

Fires usually originate in dwellings from the inside, and a wooden building therefore is as safe as a brick one, except in a general conflagration, which would hardly occur in a colony with a good water supply and a trained fire corps, in addition to a subordinate corps in each household, and a night watch. With hydrants on each floor, and hose attached, it would seem that the danger from fire would be reduced to the minimum.

Two-story wooden cottages can be tastefully constructed with pleasing exteriors and convenient interiors, at a comparatively low expenditure. I think it safe to say that dwellings of this character suitable for epileptics may be built and furnished with facilities for heating and lighting at a cost not exceeding \$200 per capita, and that these will average better in quality than the average farmers' dwellings in prosperous sections of the country. I would not recommend the entire substitution of wood for brick, even for moderate-sized structures, but it would seem well to give wooden dwellings a trial on a limited scale.

I desire to say that I went into the investigation of this subject much prejudiced against frame buildings, but after due consideration I am persuaded that the interests of all will be best conserved by erecting the institution buildings of wood upon a brick or concrete foundation.

THE BUILDINGS REQUIRED.

The buildings required for 200 inmates and for the necessary officers and employees, with the estimated cost furnished are as follows:

Three dormitory buildings	\$37,500
One administration building, including dining room and kitchen....	25,000
One power house	3,500
One laundry	2,500
One cottage (employees)	2,500
One barn	3,000

THE FARM AND DAIRY.

The farm is not only a profitable source of income, but it affords the very best kind of employment for a large class of boys. The school at Vineland, New Jersey, under the management of E. R. Johnstone, cultivates about 160 acres of land. From this small tract is produced annually products that are valued at from \$10,000 to \$12,000. The school is a small one, having an attendance of only 350 inmates. The farm is conducted on the most scientific methods. It is really an experimental farm and has had a great influence on the agriculture of the State. The seed corn and potatoes produced on the farm, as well as the pure-bred cattle and hogs, bring exorbitant prices in the market. The farm is devoted to orchards, garden, and dairy.

The farm is therefore the most important thing in connection with the institution outside of the school department, and should be given special attention. This fact should be impressed upon the management of the school at every opportunity until its importance is fully realized.

The dairy at the New Jersey school is a model for neatness, system, and close attention to details. Great care is observed in feeding the cows, providing the proper ventilation, looking after shelter from the hot sun as well as the storm, and protection from insects that annoy cattle. A record is made of the milk each cow produces, both as to quantity and quality, and if one falls below 7,000 pounds of milk in a year for two years in succession she is disposed of to the butcher.

I would suggest that in the beginning two or three thoroughbred Holstein cows be purchased, with a good bull, as the basis for a herd. That will, in a few years, with ordinary care, give cows to produce all the butter and milk the institution requires. In this connection it might be well to say that milk forms an important article of diet for the feeble-minded and epileptics, children especially. Those who do not have hard work to do are happy to make one meal a day on bread and milk.

The farm will require twelve horses, which, with harness, will cost \$2,200. Farm machinery and implements of all kinds, including a buggy, wagons, and a large carriage, will cost about \$1,500.

There should be eighteen or twenty cows for the dairy. They will cost \$1,000, providing three cows and one bull are pure-blood Holstein, otherwise the expense will be \$300 less.

OFFICERS AND EMPLOYEES.

Upon the character of the officers and employees will largely depend the utility of the institution. The selection of these will require discrimination and careful inquiry into the fitness of persons for the various places. Most will depend upon the superintendent. He must be a good executive, with abundant energy and a heart overflowing with sympathy for the unfortunate ones who will come under his care. Most of the institutions have a physician for superintendent, but very few have ever been engaged in the profession as practitioners. Some have had institution training in hospitals for the insane and from there have gone into subordinate positions in these institutions or to the superintendency of the newly established schools. The position, however, is one that requires executive rather than medical skill. None of the superintendents of the large schools do medical work. This is performed almost wholly by subordinates. But in a small school, the superintendent, if a physician, can attend to the medical work along with his other duties.

While most of the superintendents are physicians, there are a few exceptions where those outside the profession have made splendid records in the administration of these institu-

tions. When Alexander Johnson left the Indiana school a few years ago, it was one of the best in the country, having been brought up to a high standard of efficiency by his untiring efforts. Prof. E. R. Johnstone, of Vineland, New Jersey, has made his institution famous throughout the country. The training department has been given special attention and the institution holds a high rank for the character of the work it performs.

The institution on Randall's Island, New York, in charge of Mrs. Dumphey, is a decided success. The school has made manual and industrial training a special feature and probably excels all others in this line of work.

One of the institutions has placed the medical work in charge of a woman physician with highly satisfactory results. The feeble-minded require little medicine but much sympathy and mothering. The woman physician is of course especially adapted to this kind of treatment.

It has been found very satisfactory to place a boys' dormitory in the charge of a man and his wife. They work together and the result is much better than having two men in one dormitory.

As most of the work about an institution is performed by the inmates, there is very little necessity for ordinary servants. The employees must be reliable men and women who possess good judgment and have tact and ability to manage, in order to get the most out of those whose work they are directing.

Superintendent Murdoch, of the Western Pennsylvania school, suggests the following officers and employees for an institution with 200 inmates: One superintendent, one matron, one engineer, two supervisors, twelve attendants, two night watches, two cooks, two laundry women, three teachers, one farmer.

This makes twenty-seven in all, or one officer or employee to eight inmates. The ratio of officers and employees to inmates runs from one to five, to one to ten, in the various institutions of the country.

EXPENSE OF INVESTIGATION.

In making the investigation of the various institutions in the United States, named before in this report I traveled nearly 8,000 miles. The following is a statement of the expense:

Railroad fare and sleeper.....	\$167.50
Hotels and restaurants	36.15
Books	9.89
Typewriting	2.90
Postage	3.00
Total	<hr/> \$219.44

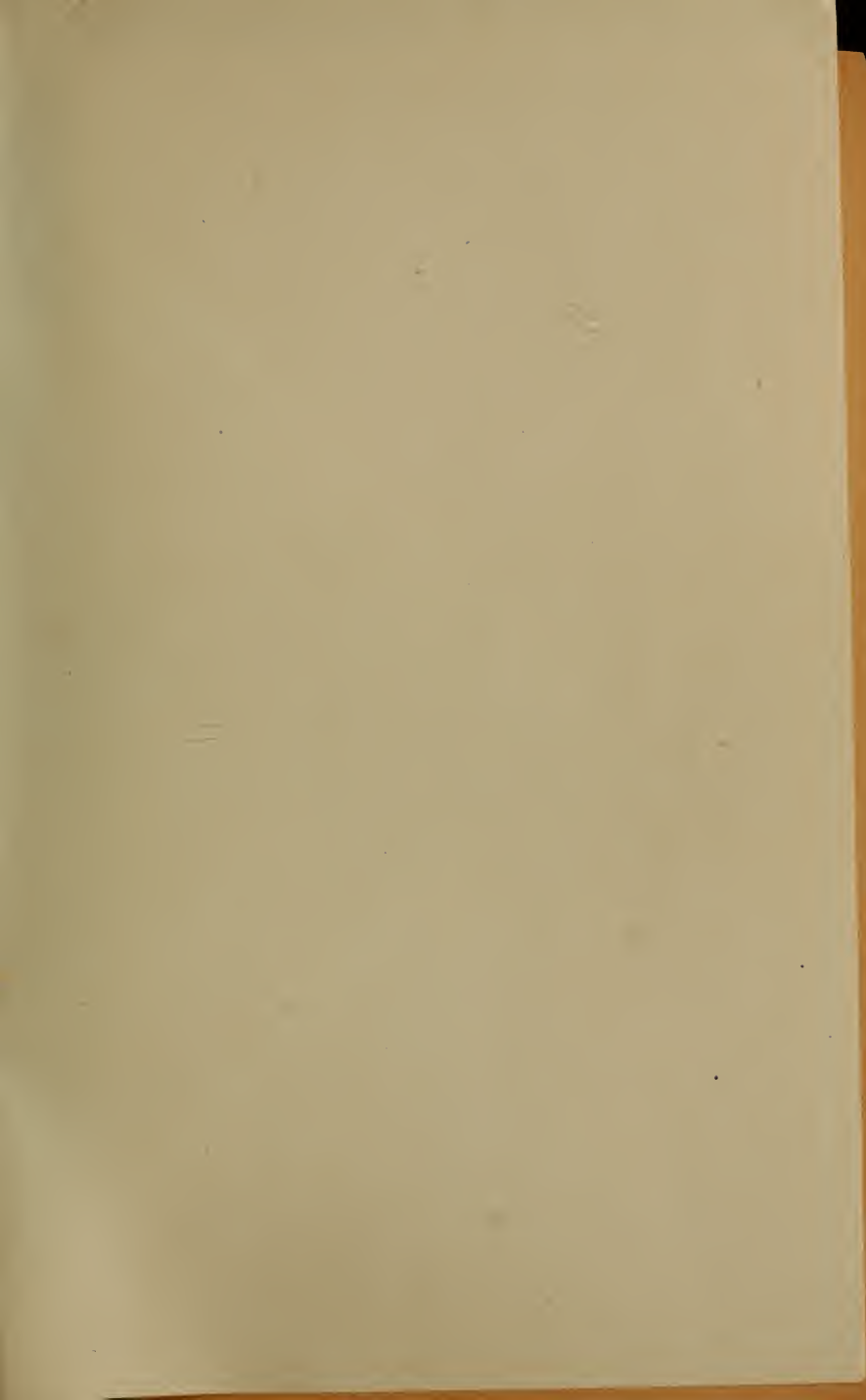
CONCLUSION.

In discussing idiocy, Dr. Howe says: "We maintain that they (idiots) have the germ of human faculties and sentiments, which in most cases may be developed. Indeed, the number of persons left by any society in a state of idiocy is one test of the degree of advancement of that society in true and Christian civilization." We can not delay this important work much longer in Oregon without laying ourselves liable to the charge of neglecting one of the important duties which civilization has imposed upon us as a people. Oregon must not be the last Northern State to make provision for this class, and it is to be hoped that the wise plans of the last Legislature will be carried into effect by the coming session.

I wish to acknowledge my gratitude to the superintendents and officers of the institutions visited for their courtesy and many acts of kindness shown me in my inquiries, also the Capital Building Commissioners for the interest they have always manifested in this investigation.

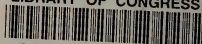
Respectfully submitted,

GEORGE W. JONES.



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